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ABSTRACT

The handbook is designed to introduce administrative staff to the career education concept and to demonstrate the integration of career education-related learning concepts (self-awareness, occupational awareness, and educational awareness) into the major content-area subjects traditionally taught. The introduction discusses what career education is, why it is needed, and why it is not merely a passing fad. A discussion of planning the program covers program coordination, illustrates the model of the career conscious individual, and lists the program's general objectives at the elementary, middle, and secondary school levels. A lengthy enumeration of behavioral objectives lists the career, self, and educational objectives at the kindergarten--primary, intermediate, middle school--junior high, and junior high--senior high levels. A one-page list of the steps for integrating career education ideas into the curriculum is provided, along with a sample integrated unit plan and several blank worksheets. A two-page resource list of curriculum guides is also included. (JR)

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CAREER EDUCATION HANDBOOK

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CAREER DEVELOPMENT GUIDES

SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

TOPIC: C A R E E R E D U C A T I O N H A N D B O O K

AUTHOR: Jim Young

PERFORMANCE LEVEL: Grades K - 12

SCHOOL: School District of University City

DATE: Summer 1974

Cover Design by Cynthia Edwards.

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"The society which scorns excellence in plumbing because it is an humble activity -- and tolerates shoddiness in philosophy because it is an exhalted activity -- will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

EXCELLENCE

by John Gardner

AN INTRODUCTION TO CAREER EDUCATION

PURPOSE

This is a resource book to be used in conjunction with the K-12 curriculum guides developed in the summer of 1974. The purpose is to introduce the district staff to the career education concept and to show how provisions can be made for incorporating career education-related learnings in the areas of Self-Awareness, Occupational-Awareness, and Educational Awareness within the major content-area subjects traditionally taught.

The information supplied in this handbook is also offered as an inspiration to have each staff member begin to develop his or her own instructional units that consist of a merger of the basic subject idea and the career education idea. More specifically we hope to provide you with information that will:

1. Help each teacher understand the rationale for the career education concept.
2. Familiarize each teacher with definitions and terminology commonly used in this area.
3. Introduce the career development model prepared for the Missouri Department of Education.
4. Explain the model to be implemented in University City for the 1974-75 school year.
5. Serve as a supplement to the instructional units prepared by a team of University City teachers representing grades K-12.
6. Demonstrate to teachers the ease at which the career education concept can be infused into the existing curriculum.

WHY CAREER EDUCATION?

One of the purposes of education is to provide each student with the attitudes and skills necessary to be a self sustaining individual in society, regardless of the level at which he concludes formal education. This also includes assisting each student in reaching his own "life goals". Statistics prove that our schools have not been entirely successful in attaining this purpose. However, we do have a good record of preparing our students for college, which is only one element in preparing the career conscious individual.

Statistics released by the U.S. Office of Education indicated that:

1. In 1970-71, 850,000 elementary and secondary students dropped out.
2. In 1970-71, 750,000 general curriculum high school graduates did not attend college.
3. In 1970-71, 850,000 high school students that entered college did not graduate.

The above data coupled with information from the U.S. Labor Department, which stated that out of the 30,000 different careers only 11 percent require a college education; 85 percent require technical knowledge and/or special skills; and only 47 percent do not require either of the above. This type of data alone should be sufficient evidence to warrant a readjustment in the approach to our basic subject areas.

Because of the foregoing type of data, the President, in 1970 challenged the leaders of the nation's schools to initiate massive reform. This prompted

Dr. Sidney P. Marland, the U.S. Commissioner of Education at that time to push the Career Education concept. According to him the major question that must be resolved is:

> "Shall we preserve in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire education system in order to position it properly for maximum contribution to our individual and national life?"

His question was answered when he stated that:

> "Career Education will be one of a very few major emphases of the U.S. Office of Education priority areas in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

IS CAREER EDUCATION A PASSING "FAD"?

Since Dr. Marland made his observations in 1970, the U.S.O.E. has been keeping its commitment to Career Education in several ways.

1. After Dr. Marland's resignation, Dr. Terrell Bell was appointed Commissioner of Education. Dr. Bell is known for his career education interests both in and out of federal service.
2. A new position in the U.S.O.E. has been established. Dr. Kenneth B. Hoyt, a very strong proponent of career education has been appointed as the Associate Commissioner of Education.
3. U.S.O.E. has received strong commitments from congressional leaders for special funding for career education.

4. All 50 states have received exemplary funds to initiate pilot programs.
5. All 50 stated with federal funds have developed state models to be utilized by their school districts.
6. Efforts are being made to unite the planning and programming of career education in both the U.S. Office of Education and National Institutes of Education offices.
7. The Missouri Department of Education has set up an Assistant to the Commissioner for Career Education and has a State Director for the same.
8. The University of Missouri Extension Division has a Director for Career Education in each of its districts throughout the state.
9. The State of Missouri has funded several career education programs throughout the state that are showing a lot of promise.
10. The State of Missouri funded in 1974 about 50 school districts to provide instructional units in grades K-12.
11. The State of Missouri has recently released requests for proposals to fund 50 districts to do continuing work in career education.
12. In the Metropolitan St. Louis area alone there are at least 10 viable career education programs in operation and several more that plan to begin during the 1974-75 school year.

WHAT IS CAREER EDUCATION?

Dr. Sidney Marland, the prime mover of the Career Education Concept, felt that there should not be an "official" definition. It should be defined to meet the needs of each institution or organization that is involved with it. However, he did distinguish between the word career and vocational education. He saw the word career as being synonomous with life style as opposed to how one earns a living; that one's occupation was only one component of a life style. He

also saw career education as a continuous process of all education from birth to death--both formal and informal.

There have been many different definitions given for career education and most people seem to reflect a consensus in defining the concept as we have here. For our purpose in providing the K-12 guides we used the following:

1. Career: A way of life, life style or life role. This consists of many components with the most common ones being family, friends, leisure-time activities, occupations and spiritual well-being.
2. Career Education: All the formal and informal learning throughout a person's life time that assist him or her in making a decision about life role. It serves as a vehicle to improve the learning process.
3. Career Development: The continuous process of personal development of individuals as they encounter those components that make up life styles.

PLANNING THE PROGRAM

WHO IS RESPONSIBLE?

To be effective, career development must be a united effort on the part of all staff, administrators, board members, teachers, and all support members. We are sure that many of us in our own way have tried with some success to achieve the goals of career education. However, the truly successful program must consist of a sequential process with a resource person or persons at each level to assure a smooth flow and to avoid unnecessary redundancy.

The staff that produced the curriculum guides will serve as resource persons for their buildings and will be available to administrators, counselors, and

teachers. They are:

ALL ELEMENTARY SCHOOLS

1. Gwen Beckwith
2. Rita Gram
3. Peggy Guest
4. Annette (Crenshaw) Hudson

Senior High School

1. Burdena Willis
2. Joyce Phillips
3. Steve Klayman
4. Dan McWhorter

Middle School

1. Judy Reed
2. Faith Foster
3. Rachel Melechen

Junior High School

1. Gloria Ferguson
2. Jeanette Appel
3. Loraine Gergeceff

Alternative School

1. Carolyn Becker
2. James Harrod

CHAIRMAN

James Young

THE MODEL

The career conscious model (see figures 1 and 2) used is patterned after the Missouri state model. Its basic purpose is to help develop the career conscious individual so that persons can make intelligent decisions about their life styles.

The illustrated model is an equilateral triangle subdivided into three smaller equilateral triangles, each representing the three awareness areas we are suggesting as vehicles for focusing on the basic subjects. In the center is a circle representing the career conscious individual. All of these are interrelated as indicated by the arrows pointing in both directions. The entire triangle is supported by a block representing the basic subject areas, because these are integral to career development which emanates from every subject, kindergarten through senior high school.

Awareness is usually thought to be the career element with a main focus in the elementary grades. We recognize this in the career development program diagrammed in figure 3. It is used differently in the description of the model. The two methods are not to be confused: one pertains to self awareness, the other to awareness of the scope of career development.

EDUCATIONAL COMPONENTS TO DEVELOP THE CAREER CONSCIOUS INDIVIDUAL

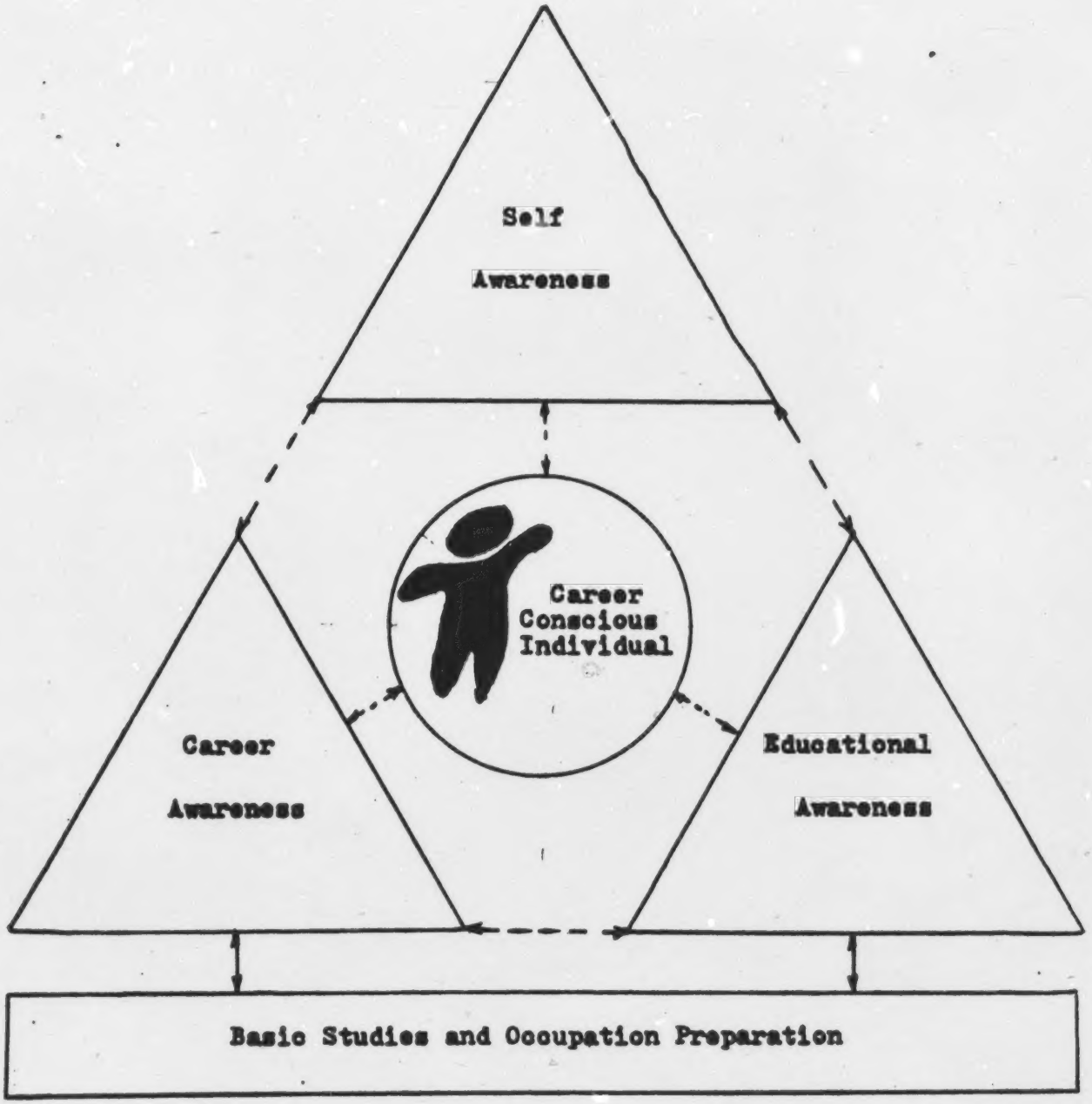


Fig. 1

M O D E L

THE CAREER CONSCIOUS INDIVIDUAL

Students

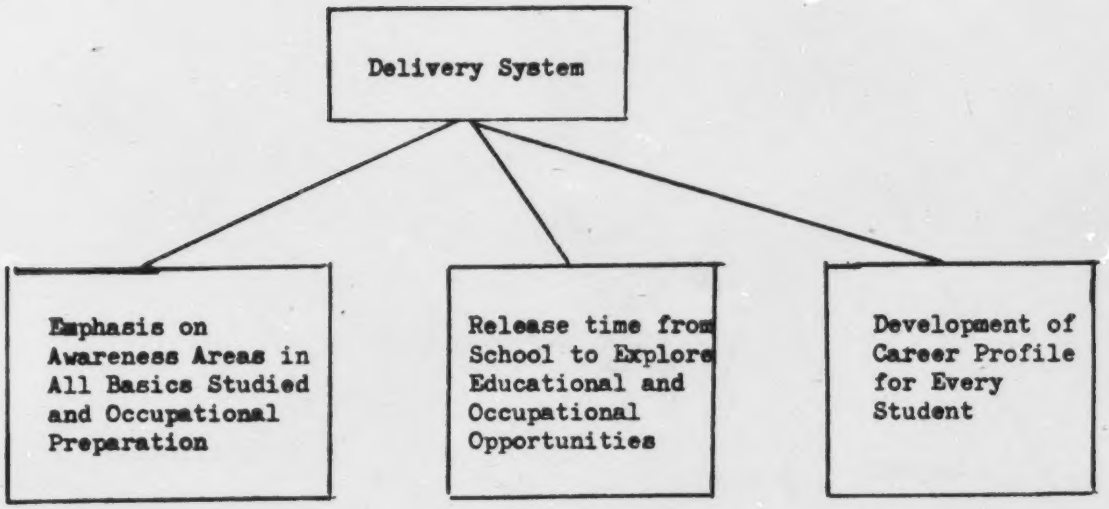
Teachers

Counselors

Administrators

Parents

Community Members


Delivery System
Emphasis on Awareness Areas in All Basics Studied and Occupational Preparation
Release time from School to Explore Educational and Occupational Opportunities
Development of Career Profile for Every Student

1. Basic Courses	1. C.O.E.	1. Guidance
2. Mini Courses	2. D.E.	2. Resource Centers
3. Special Career Oriented Courses	3. Occupational Exploration	3. Career Days
4.	4.	4.
5.	5.	5.

Fig. 2

CAREER DEVELOPMENT PROGRAMS

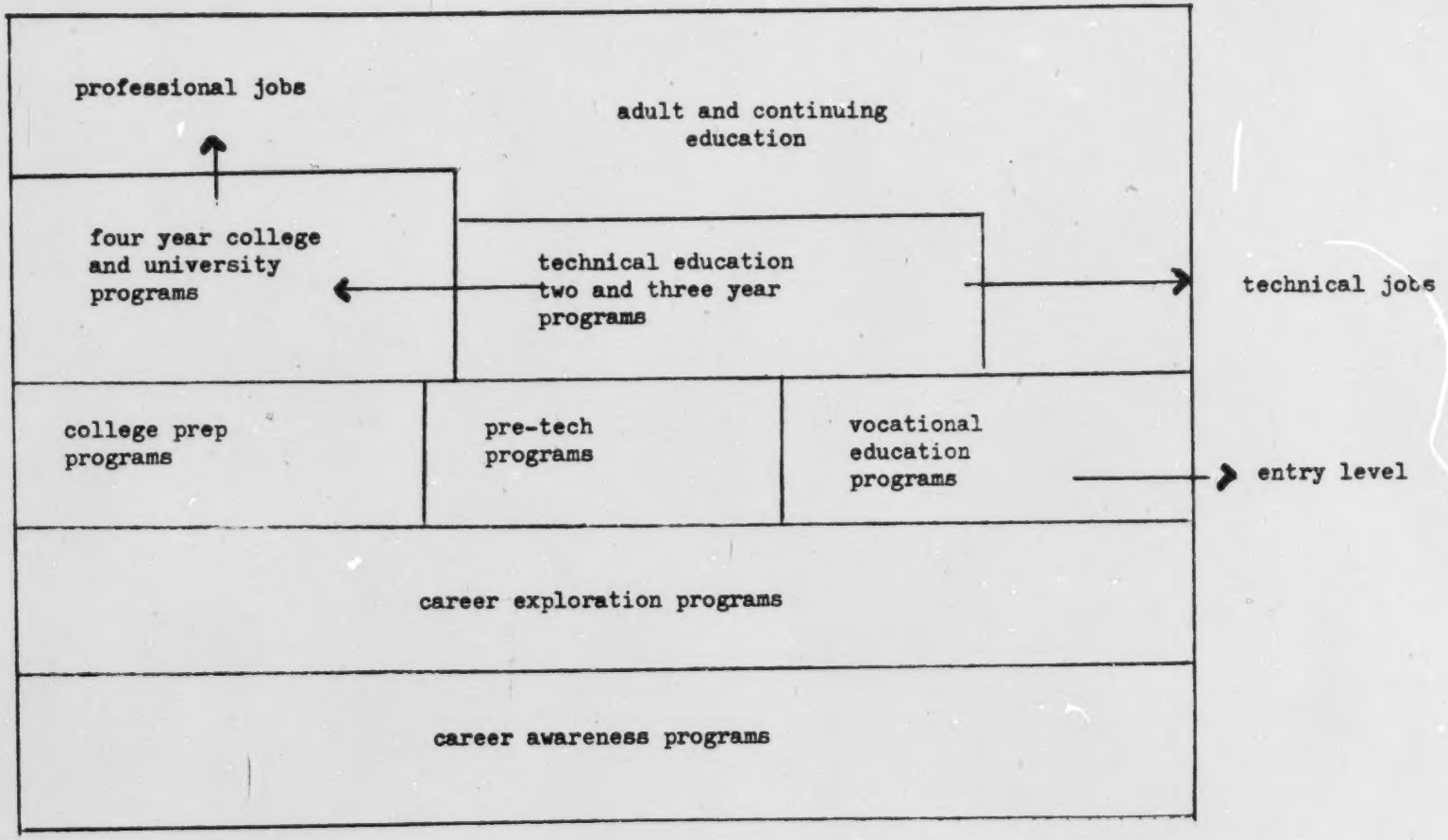


Fig. 3

GENERAL OBJECTIVES

The objectives are divided into three levels. We have mentioned earlier that career development is a sequential process and many of the objectives are carried over from one grade level to the next. You will find the self-concept or self-awareness aspect and improvement in basic subject areas to be common in the general and behavioral objectives at all levels.

Objectives: Elementary School

1. Improve overall pupil performance by unifying and focusing basic subjects around a career development theme.
2. Develop each student's ability to make decisions wisely.
3. Develop each pupil's self-awareness in relation to his environment.
4. Develop in pupils positive attitudes about the personal and social significance of work.
5. Develop and expand the occupational awareness and the aspirations of the pupil.

Objectives: Middle School

1. Improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.
2. Provide experiences for students to assist them to evaluate their interests, abilities, values and needs as they relate to aspirations leading to occupational roles.
3. Provide students with opportunities for further and more detailed explora-

tion of selected occupational clusters and for in-depth exploration at the upper school level.

Objectives: Secondary School

1. Improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.
2. Increase the students' motivation to learn by relating their studies to their future.
3. Provide in-depth exploration and training in an occupational cluster leading to entry-level skills in at least one occupation and providing a foundation for further progress, leaving open the option to change occupations or clusters if desired.
4. Provide guidance and counseling for the purpose of assisting students in selecting an occupational specialty to prepare them for employment and/or further education.
5. Provide placement opportunities for all students, upon leaving school in either:
   A. A job
   B. A post-secondary occupational educational program
   C. A college program

INTEGRATING CAREER EDUCATION INTO CONTENT AREAS

You will find the instructional guides that were prepared for your area very helpful for integrating career education into content areas. Use these suggestions, modify them or create your own. On the preceding pages you will find a step-by-step procedure for integrating a social studies unit with a career education idea. On the work sheet provided, try one of your own and see if it works in your classes.

It is emphasized that it is not necessary and not possible to use a career education idea for each lesson you teach. However, as you gradually add these to instruction and observe the responses from the students, preparation will become easier.

Also for your use you will find at the end of this unit suggested behavioral objectives. These objectives have been divided into the three awareness areas from the model and categorized according to school levels. You may wish to add to or revise these suggested objectives.

BEHAVIORAL OBJECTIVES

Kindergarten-Primary

CAREER

The student will:

1. Participate in activities reflecting his identifications with worker roles.
2. Identify the different kinds of work people do in the home, school, and community.
3. Compare and contrast the work and play in the school, home, and community.
4. Recall the many various jobs that he has performed over a period of time.
5. Name and discuss hobbies and interests.
6. Identify, within his immediate world, several jobs that are related and can be grouped into job families.
7. Identify and describe specific tasks within job families familiar to him.
8. Use primary communication, mathematical and problem-solving skills in work activities.
9. Demonstrate his mastery of simple manual and mental skills in the performance of work tasks requiring the use of materials and tools.
10. Identify the skills, tools, and materials needed to perform a job.
11. Demonstrate that simple manual and intellectual skills learned in the performance of a work task can be applied to other work tasks.

SELF

The student will:

1. Identify ways in which he is a distinct individual.
2. Identify and discuss the reasons why some work activities are personally satisfying to him.
3. Participate in various activities which will help in expanding interests.
4. Give examples of things he likes to do and things he does well.
5. Identify attitudes and behaviors which help him and others to perform a task.
6. Demonstrate that he perceives things differently from other people.
7. Demonstrate that he perceives things differently from time to time.
8. Indicate things that he feels are important to him and others in his immediate world and discuss why he thinks these things are important.
9. Identify ways he and others make contributions in work and play activities.
10. Discuss what he learns about himself as a result of engaging in many new tasks.
11. Identify and discuss the attitudes and behaviors which enable him to work and play cooperatively.
12. Demonstrate that his perception of people may differ from the perceptions of others.

EDUCATION

The student will:

1. Become aware of roles in home and similar roles in the school.
2. Understand the similarities and differences between home roles and school roles.
3. Be able to relate basic skill development to life roles within the community.

BEHAVIORAL OBJECTIVES

Intermediate

CAREER

The student will:

1. Role play specific occupations based on his interests and hero images.
2. Cite examples of kinds of work people do outside his immediate experience that directly affect his life.
3. Demonstrate activities connected with a task, e.g., deciding, performing, supporting, and concluding.
4. Trace the vocational history of a real or imaginary individual with emphasis on the variety of jobs held.
5. Demonstrate his special interests through school or non-school activities.
6. Demonstrate that hobbies and interests combine elements of both work and play.
7. Provide examples of hobbies that may develop from interests.
8. Classify workers into occupational areas and characterize them as producing goods or services.
9. Discuss different kinds of preparation and performance necessary for various levels within an occupational area.
10. Illustrate interdependency between various jobs within occupational areas.
11. Analyze various work activities in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment.
12. Combine attitudinal, mental, and manual skills in the accomplishment of a variety of jobs.
13. Analyze the relationship between the skills, tools, and materials used in doing different jobs.
14. Support by example ways in which general attitudinal, intellectual, and manual skills used in various occupational areas are transferable in the accomplishment of a variety of jobs.

The student will:

1. Assess his strengths and limitations in terms of the degree to which he can exercise control over them.
2. Identify and discuss how an individual may obtain personal satisfaction from his occupation.
3. Relate his interests and abilities to specific occupational roles.
4. Assess the relationship between his developing interests and his abilities.
5. Analyze his attitudes and behaviors as they affect his performance in specific tasks.
6. Demonstrate behaviors which indicate positive attitudes towards task performance.
7. Compare and contrast his interpretation of work environments of specific jobs with the way others interpret these environments.
8. Identify the persons and things that constitute his environment and affect the way he views work.
9. Determine how his values affect his attitude and performance in work situations.
10. Clarify his values by participating in activities which bring values into conflict.
11. Identify his emerging values and compare these beliefs with the beliefs held by most people.
12. Analyze how he and others have helped in the completion of various tasks.
13. Draw conclusions about self after performing tasks which are increasingly challenging and compatible with his development.
14. Discuss the processes required to complete a task and compare and contrast the ones he prefers to do.
15. Identify and discuss those attitudes and behaviors toward others which help him maintain a good working relationship.

EDUCATION

The student will:

1. Understand the similarities and differences between life roles and learned skills.
2. Become aware of individual strengths and weaknesses as related to peer groups.
3. Understand the relationships between the role of the individual, his environment and the roles of selected adults.

BEHAVIORAL OBJECTIVES

Middle School-Junior High

CAREER

The student will:

1. Make tentative occupational choices in terms of his interests, capacities, and values.
2. Identify kinds of work people do which have only marginal effects on his life.
3. Demonstrate kinds of work that involve working with people, working with ideas, and working with things.
4. Differentiate between careers and jobs.
5. Explore a wide range of careers as they reflect his interest and abilities.
6. Cite the advantages and disadvantages of a variety of careers in terms of his interests and abilities.
7. Analyze the skills and processes related to various hobbies and interests which may influence career choice.
8. Evaluate the economic rewards obtainable through the pursuit of hobbies or interests.
9. Classify jobs into clusters on the basis of the skills and interests of the workers.
10. Construct the hierarchy for several occupational areas of his choice.
11. Compare and contrast the basic education requirements of several career areas.
12. Evaluate his level of proficiency in basic learnings.
13. Select courses which will increase his proficiency in basic learnings.
14. Identify and select the school subjects which contain the specific knowledge required for his tentative vocational choice.
15. After exploring several occupational areas, demonstrate a number of the basic skills needed in the performance of certain jobs.

16. Determine the skills needed for a variety of occupations.

17. Participate in a variety of work experiences (simulating, working, observing) in broad occupational areas and analyze these experiences in terms of a future career choice.

SELF

The student will:

1. Identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.
2. Analyze how a positive self concept is reinforced through satisfaction with his work and/or from the value others place upon his work.
3. Analyze his abilities and interests in terms of occupational areas he may wish to enter.
4. Demonstrate an understanding of his interests and abilities through his course selection and work performance.
5. Identify and practice attitudes and behaviors which generally apply to any work situation.
6. Analyze the working environment of various occupations and evaluate his attitudes toward these work environments.
7. Analyze the changes which have taken place in his value system as he moves toward maturity.
8. Give examples of significant values inherent in various occupational areas.
9. Analyze his values in terms of how they relate to personal work behavior, work situations, and occupations.
10. Explore the possible ways in which his contribution to the world of work may be most effective.
11. Identify how others contribute to the world of work.
12. Assess his self characteristics in terms of various occupations.
13. Analyze how his perceptions of other people affect his ability to work cooperatively and identify any changes he wishes to make.
14. Give examples of interpersonal relationships of workers that affect cooperative performance on a job and assess his ability to work in a similar situation.

EDUCATION

The student will:

1. Understand the relationships between people and their effect on the accomplishment of tasks.
2. Identify and understand values as they relate to life style.
3. Identify present life style and conditions determining that style.

BEHAVIORAL OBJECTIVES

Junior High-Senior High

CAREER

The student will:

1. Select educational and training programs in terms of his needs, interest, abilities, and values that will assist him in converting vocational preference into reality.
2. Make projections of work people may someday be doing.
3. Formulate a personal definition of work.
4. Analyze his vocational choice and the possible careers which he might pursue in terms of his interest, abilities, and chances for success.
5. Analyze the degree to which hobbies and interests affect his present career choice.
6. Cluster a group of jobs reflecting his career choice and identify his career choice and identify his clustering criteria.
7. Analyze the career hierarchy which reflects his vocational choice.
8. Apply basic learnings in a work situation and analyze their effects upon his job performance.
9. Meet the requirements for successful completion of his basic course work for job entry or further education.
10. Meet the requirements for successful completion of his specialized course work for job entry or further education.
11. Evaluate his proficiency in the specific skills related to his career interest.
12. Demonstrate basic vocational skills which will qualify him for an entry level job or for further education in an occupational area of his choice.
13. Participate in a realistic work situation as part of the school program or as a worker in the community.
14. Evaluate his career choice in terms of his work experience.

15. Project his needs for vocational retraining in relation to job advancement, job change, and job loss.

16. Interpret occupational trends and evaluate his transferable skills and knowledge that will facilitate retraining.

SELF

The student will:

1. Analyze the ways his self concept affects his entrance and performance in a work situation.
2. Evaluate his tentative career choice in terms of ways it will contribute to the maintenance of a positive self concept.
3. Project a career plan which will reflect his abilities and interests.
4. Evaluate his attitudes and behaviors and their effect on his functioning in his work situation.
5. Demonstrate the attitudes and behaviors which enable him to obtain and hold a job.
6. Analyze the impact of his environment on his feelings toward work and weigh these attitudes against his career plans.
7. Develop a profile of the working environment of his career choice.
8. Evaluate the role that his values play in making his career choice.
9. Analyze his contribution to a specific work situation.
10. Evaluate his individual contribution as it affects future career choice.
11. Conduct an evaluation of self-characteristics using as a basis his cumulative work experiences and analyze this evaluation in terms of future implications.
12. Observe the interaction of co-workers in situations which call for cooperation and determine any changes he might need to make in order to work effectively.
13. Analyze how his perception of other people affect his ability to work cooperatively.

EDUCATION

The student will:

1. Determine a tentative personal schedule to acquire necessary and desired special skills.
2. Acquire special skills needed for predicted or desired life styles.
3. Assess and implement a personal plan to obtain the necessary or required special skills.
4. Plan the acquisition of the necessary skills remaining for a chosen life style.

STEPS FOR INTEGRATING CAREER EDUCATION IDEAS

1. Decide the content area in which you will be working.
2. Select a unit that you will be teaching from the content area. As a first effort limit your unit to no more than 4 to 6 weeks.
3. If necessary, further divide the unit into sub-units of 5 to 10 days (a concept or major idea).
4. Select a career education area from the model: career awareness, self-awareness, educational awareness.
5. Select a career education objective from the instructional guide, the suggested list in this booklet, or one of your own.
6. Now you may incorporate the career education idea into your unit in one of three ways:
   a. Rewrite the major concept idea to include the career education objective. If you do this, then your teaching unit will be primarily career oriented.
   b. Keep your original content idea (all components may not have career implications). If you have listed four components, three may be strictly content oriented and the fourth may be the only one that has career implications. If you do this, you will have at least one lesson devoted to career education.
   c. Your major idea and your component may have no stated career implications. You will bring out the career implications in the activities you use for each lesson or component.
7. List the components that you will teach in order to get your major idea across to your students. A component is a word or phrase which will develop into a lesson.

8. Take each component and write a learning objective for it. The learning objective should tell what you expect the student to be able to do when he has finished the lesson.

9. For each component or lesson, list the learning activities that you would have your children do.

   a. The number and types of activities are only limited by your imagination and experience.

   b. Feel free to copy or modify activities from the instructional guides.

   c. Try soliciting ideas for activities from your students.

SAMPLE UNIT

Content Area _____

Teaching Unit _____

Concept or Major Idea _____

_____

Career Education Objective _____

Combined Content and Career Major Idea _____

_____

Components _____

_____

_____

_____

Learning Objectives

Component 1 _____

_____

Component 2 _____

_____

Component 3 _____

_____

Component 4 _____

_____

SAMPLE UNIT

Content Area _____

Teaching Unit _____

Concept or Major Idea _____

_____

Career Education Objective _____

Combined Content and Career Major Idea _____

_____

Components _____

_____

_____

_____

Learning Objectives

Component 1 _____

_____

Component 2 _____

_____

Component 3 _____

_____

Component 4 _____

_____

SUMMARY

This hand book and instructional units are by no means final. There is a need to follow up this effort with workshops, departmental discussions, trial units, and individual research. In addition to the resource people previously mentioned there is plenty of information available commercially and within the district itself. Consult your counselor, Cooperative Occupational Education (C.O.E.) and Distributive Education (D.E.) coordinators, libraries, and the district's curriculum office for assistance.

A resource list is available in this book and in each of the instructional guides.

RESOURCES - Available at the Ward Bldg.

Curriculum Guides

1. Career Education units and lessons for the Elementary School Child, Kinlock School District, K-6.
2. A Curriculum Guide for Career Development, Moberly Public Schools, K-6.
3. Evaluation Instruments by Grades, Moberly Public Schools.
4. Career Development Project in the Junior High Schools, University City School District, 22 guides for major subjects in grades 7, 8, and 9.
5. The McDonnell Douglas Corporation Project, University City School District.
6. A Model Career Education Proposal for a K-12 Career Education Program, Monroe County, Louisiana, 1973.
7. Career Development Model K-12, Board of Education of Baltimore County, Townson, Maryland, 1971.
8. Geometry Career Related Units, Minnesota State Dept. of Education, St. Paul, Minnesota.
9. Project SPAN (Career Development and Occupational Orientation), Dept. of Instruction, Division of Vocational Education, Memphis City Schools, Memphis, Tennessee.
10. Physical Science Package, Lee Crossman, Far West Laboratory for Educational Research and Development, N.I.E., 1974.
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